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Project Title:
An Investigation of the Impact of Integrated Classes on Mildly Handicapped and Nonhandicapped Students.

Performing Organization:
University of Washington, College of Education, Experimental Education Unit

Address:
Seattle, WA 98195

Principal Investigator: Affleck, James Q.

Project Director: Madge, Sally

Phone Number: 206-543-4011

Beginning Date: Jan 1985

Ending Date: Dec 1989

Abstract:
PURPOSE: To research the immediate and long-range effects of the integrated classroom model (ICM) program; to replicate the research; and to disseminate the knowledge gained. ICM is an approach to the education of mildly handicapped students that takes place in a totally integrated setting administered by regular and special education. METHOD: The following research studies are proposed: (1) (five years duration) to examine the academic, social, and self-concept effects of the program on the ICM students as contrasted with resource room students; (2) (five years duration) to examine the longitudinal effects of ICM on "graduates" in junior high/high school (placement, academic performance, social behavior) as contrasted with resource room "graduates"; (3) (two years duration) to examine the effects of Washington State eligibility decisions on students who remain eligible for special education services, and on those who are dropped; (4) (minimum one year duration) to examine correlates of social competence in order to predict those variables associated with positive social outcome in ICM students; (5) (five years duration) to define classroom "best practices" through detailed behavioral observations. ANTICIPATED PRODUCTS A "best practices" manual; journal articles; conference presentations.

Project Title:
The Transitional Needs of "Out-of-School, Out-of-Work" Handicapped Individuals Ages 16-21: A Study Designed to Determine the Efficacy of Employability Skills and Training on Employment Access and Success.

Performing Organization:
George Washington University, The, Office of Sponsored Research for the Department

Address:
11600 Nebel Street, Suite 114, Rockville, Maryland 20852

Principal Investigator: Project Director:
Neubert, Debra A., Dr.

Phone Number: 301-468-0913

Beginning Date: July 1984
Ending Date: June 1989

Abstract:
PURPOSE: To determine the efficacy of employability skills training, employment assistance, and follow-up services in expanding the employability of "out of school, out of work" handicapped youth ages 18-22. METHOD: By the end of the fifth year of the project, 70 mildly mentally retarded or severely learning disabled youth will receive employability skills training, employment assistance, and follow-up while participating as study subjects. The program will consist of the following elements: assessment of vocational interests; opportunities to explore job cluster areas; employability skills classroom instruction (10 weeks); two 6-week placements in unpaid work experience positions (job tryout); assistance in actual job placement; intensive employment assistance and follow-up. Twenty subjects from outside the service area will be assigned to 5-year longitudinal control groups. Seven standardized instruments of determining employment success factors will be used to measure the effects of the treatment on employment and subsequent work adjustment. ANTICIPATED PRODUCTS:
N/A

Project Title:
Classification and Intervention with Learning Disability Subtypes.

Performing Organization:
University of North Carolina-Chapel Hill, Frank Porter Graham Child Development Ce

Address:
Highway 54 Bypass West, Chapel Hill, NC 27514

Principal Investigator: McKinney, James D.

Project Director: McKinney, James D.

Phone Number: 919-966-4121

Beginning Date: Oct 1984

Ending Date: Sept 1989

Abstract:
PURPOSE: (1) To differentiate learning disabled (LD) children from slow learners and mildly retarded children by using cluster analytic and discriminant function techniques with a comprehensive battery of cognitive, linguistic, and adaptive behavior measures; (2) To determine the course of development, academic consequences, and prognosis for specific subtypes of learning disabled children; (3) To determine whether different subtypes of LD children respond differentially to different types of treatment.
METHOD: 150 potentially LD first and second graders, randomly selected from a larger existing sample, will be subjects for a 5-year longitudinal study, as well as a study of cross-categorical classification (studies I and II). In study III (classification and treatment by subtype), a total of 120 children (60 per year over a 2-year period) with the worst prognosis for reading progress will be placed in differential interventions.
ANTICIPATED PRODUCTS: Policy monograph; manual for subtyping specific learning disabilities, accompanied by microcomputer software; instructional manuals and workshop/inservice materials; conference and institute presentations; professional publications.

Project Title:
Design of an Instructional Technology to Promote the Use of Mastery Behaviors by Moderately and Severely Retarded Young Children.

Performing Organization:
Vanderbilt University, Peabody College

Address:
Box 328 Peabody, Nashville, TN 37203

Principal Investigator: Project Director:
Hupp, Susan

Phone Number: 615-322-8479

Beginning Date Ending Date
Sept 1984 Aug 1989

Abstract:
PURPOSE: To investigate the use of mastery behaviors by moderately and severely retarded infants and preschoolers, specifically the children's independent interactions with the environment and factors affecting the expression of mastery. METHOD: Descriptive studies will be conducted to examine the development of mastery behaviors in severely retarded young children and compare their performance to less delayed children. Five experimental studies will examine the main and interactive effects of object selection (consistency of object responsiveness, object familiarity, object difficulty, and number of available objects) and environmental variables (adult directiveness, adult approval, and duration of object availability). ANTICIPATED PRODUCTS: Conference presentations; journal publications; three booklets on materials selection for free play, adult interaction with children during free play, and design of the environment for free play.

Project Title:
Effectiveness of Alternative Methodologies for Increasing Academic Engaged Time and Academic Outcomes for Handicapped Students.

Performing Organization:
University of Minnesota, Department of Educational Psychology

Address:
204 Burton Hall, Minneapolis, MN 55455

Principal Investigator: Ysseldyke, James, E.

Project Director: Ysseldyke, James E.

Phone Number: 612-376-2666

Beginning Date: Sept 1984

Ending Date: Aug 1989

Abstract:
PURPOSE: To compare the effectiveness of Alternative Strategies for increasing academic engaged time for mildly handicapped learners. MEHTOD: Learning disabled, emotionally disturbed, and mentally retarded students (K-5) enrolled in two school districts, as well as parents, teachers, and school administrators, will participate in five interrelated studies: (1) development and refinement of a methodology for describing qualitative aspects of instruction; (2) comparison of the quantity and qualitative nature of academic engaged time across handicapping conditions and academic settings; (3) alternative explanations for differences in academic outcomes for students for whom engaged time is comparable; (4) effectiveness of alternative strategies for increasing academic engaged time for handicapped children; (5) examination of the social validity of alternative approaches to increasing academic responding. ANTICIPATED PRODUCTS: journal articles, publications, annotated bibliographies, research summary reports, presentations at conferences and seminars.

Project Title:
Using Computer Technology to Facilitate More Frequent and Higher Quality Academic Feedback in Special Education Settings.

Performing Organization:
University of Oregon Follow Through Project, College of Education

Address:
Trailer 55B, Eugene, OR 97405

Principal Investigator: Project Director:
Carnine, Douglas

Phone Number: 503-686-3555

Beginning Date Ending Date
Sept 1984 Aug 1989

Abstract:
PURPOSE: To examine the effectiveness of computer-tracked instruction (CAI) systems on delivery of appropriate, timely, and frequent feedback to mildly handicapped resource room students using a low cost polling system attached to a single Apple or IBM computer. METHOD: Seven studies will focus on real-time applications (independent work, lecture) and delayed analysis applications (testing, archival records) in years 1-2. Applications of CAI will be examined in year 3, while years 4 and 5 will address integrated packages in middle school and high school settings. ANTICIPATED PRODUCTS: Articles in professional journals.

Project Title:
Improving Methods for Appropriately Identifying Handicapped Children and Youth.

Performing Organization:
Fordham University, Graduate School of Education

Address:
113 W. 60th Street, New York, NY 10023

Principal Investigator: Yoshida, Roland K.

Project Director: Lopez, Emily

Phone Number: 212-841-5591

Beginning Date: Oct 1984

Ending Date: Sept 1989

Abstract:
PURPOSE: To identify the sources which contribute to high and low referral rates for special education evaluation according to three variables: (1) teacher presentation of instructional content as matched to students' level of performance; (2) teachers' clear communication of expectations for appropriate student behavior to the classroom; (3) students' competency to comprehend and meet instructional and social expectations. METHOD: Three elementary teachers (and their classes) with high rates of referral for special education evaluation, and three elementary teachers (and their classes) with low rates of referral will be identified. Classes will be matched according to overall mean reading achievement, and ten of the lowest achieving students in each class will be selected as subjects. A teacher communication observation schedule and a student social skills assessment instrument will be developed, and variables tested through classroom observations (Year 1). In years 2-5, data collection will attempt to confirm hypotheses with several independent samples; intervention modules will be developed and tested through inservice teacher training; and final data analysis completed. ANTICIPATED PRODUCTS: Teacher monograph, journal articles.

Project Title:
Assessing and Developing the Adaptive Functioning of Handicapped Children and Youth.

Performing Organization:
University of Minnesota, Dept. of Educational Paychology

Address:
204 Burton Hall, 178 Pillsbury Dr., SE, Minneapolis, MN 55455

Principal Investigator: Project Director:
Bruininks, Robert H.

Phone Number: 612-373-7567

Beginning Date Ending Date
Oct 1984 Sept 1989

Abstract:
PURPOSE: To help provide specifications for improving placement, program planning, and training decisions related to the adaptive functioning of handicapped children and youth. Primary goals are: (1) to clarify the nature and structure of adaptive functioning; (2) to address methodological issues in the assessment of adaptive functioning; (3) to identify avenues for meaningful links between assessment and instructional programming of adaptive functioning; (4) to test an integrated assessment, decision making, and training system through structured intervention studies. METHOD: The research will employ descriptive, comparative, analytical, and intervention procedures through a set of nine studies in the four areas identified above. An extensive set of previously collected data on adaptive behavior and problem behavior will be used, in addition to new data collection with subjects who include caregivers, parents, teachers, and handicapped individuals (mentally retarded, behavior disordered, learning disabled, hearing impaired, and visually impaired). ANTICIPATED PRODUCTS: Research summaries; conference presentations and workshops.

Project Title:
Development of School Span Mastery Assessments for Evaluating Educational Policies and Instructional Decisions with Handicapped Students.

Performing Organization:
The Research Foundation of SUNY

Address:
P.O. Box 9, Albany, NY 12201

Principal Investigator: Project Director:
Evans, Ian, Dr.

Phone Number: 607-798-6967

Beginning Date Ending Date
Oct 1984 Sept 1987

Abstract:
PURPOSE: To design outcome assessment of special education for handicapped children that have value for the decisions to be made by parents, administrators, and policy makers. METHOD: (1) establish mastery levels of sets of critical competencies related to increased independence in community, school, home, and future work environments; (2) validate a measurement strategy relevant to both teacher decision needs and policy makers' needs for information regarding pupil outcomes as measured by the attainment of functional competencies; (3) disseminate results of outcome research at the levels of scientific knowledge and practitioner application in order to have maximum impact on special education policies. ANTICIPATED PRODUCTS: Research reports; guideline papers for practitioners; conference presentations.

Project Title:
Reading Instruction in the Mainstream - A Cooperative Individualized Approach.

Performing Organization:
Johns Hopkins University, Center for Social Organization of School

Address:
3505 N. Charles St., Baltimore, MD 21218

Principal Investigator: Project Director:
Slavin, Robert

Phone Number: 301-338-8249

Beginning Date: June 1984
Ending Date: June 1987

Abstract:
PURPOSE: To develop, evaluate, and disseminate Team Assisted Individualization - Reading (TAI-Reading), an instructional method combining cooperative learning, individualized instruction and directed reading activities to meet the academic and social needs of heterogeneous classrooms containing mainstreamed learning disabled students. METHOD: Teacher's manual and curriculum materials have been developed and pilot tested in 3rd and 4th grade reading classes. Full-scale study will examine approximately 18 grade 3-4 classes randomly assigned to TAI-Reading or control classrooms, with pre and post measures of reading achievement, peer social acceptance, self esteem, attitudes toward school, teacher attitudes toward mainstreaming, and teacher reports of student behavior. Component analysis study will include same measures. ANTICIPATED PRODUCTS: Revised curriculum materials and teacher's guide.

Project Title:
Applications of Technology in the Education of Severely and Profoundly Impaired Students: Research, Training, and Information Dissemination.

Performing Organization:
The Johns Hopkins University, Division of Education

Address:
3400 North Charles St., Baltimore, MD 21218

Principal Investigator: Project Director:
Larsen, Lawrence A.

Phone Number: 301-338-8273

Beginning Date Ending Date
Jan 1985 Dec 1986

Abstract:
PURPOSE: To increase utilization of technology in classrooms serving severely and profoundly impaired students by (1) identifying classroom management aspects that can be improved or made more efficient through the use of personal computers and related software; (2) investigating effects of computer use on instructional quality and student performance; and (3) providing staff training. METHOD: Twelve classrooms (four each in elementary, junior high/middle school, and high school) will participate with six classrooms serving as controls. Hardware and software will be used in planning and design of effective instructional programs, in instruction (particularly in interpersonal communication and interaction), and to collect data on student performance relative to educational goals and objectives. Sites will serve as training sites in hardware/software applications for special education supervisors, instructional advisers, and teachers. ANTICIPATED PRODUCTS: Manual describing applications of hardware and software video tape/slide tape presentations on project activities.

Project Title:
Toward a Technology of Learning Potential Assessment to Increase the Efficiency of Instruction for Students with Severe Disabilities.

Performing Organization:
University of Oregon, Division of Special Education and Rehabilitation

Address:
2nd Floor, Clinical Services Building, Eugene, OR 97403

Principal Investigator: Project Director:
Benz, Michael

Phone Number: 503-686-3585

Beginning Date Ending Date
Sept 1984 Aug 1987

Abstract:
PURPOSE: To develop guidelines to help teachers plan and organize efficiently instruction for severely handicapped elementary and secondary students (including moderately, severely, and profoundly retarded, and autistic and multiply handicapped students.) METHOD: Three studies will investigate relationships between learning potential assessment, task difficulty, and student ability for both individual and group instruction formats. ANTICIPATED PRODUCTS: Three products are anticipated (1) guidelines for useingthe Community Living Assessment and Teaching System for planning, selecting, and delivering daily living skills instruction to students with severe disabilities; (2) field-tested teaching and data collection procedures for using group instruction formats to teach daily living skills; and (3) a competency-based observation system for monitoring the teaching behavior of persons using group instruction techniques.

Project Title:
Teaching Self Control to Secondary Aged Behaviorally Disrodered and Learning Disabled Studenta: Generalization and Maintenance of Treament Effecta to Mainstream Settinga.

Performing Organization:
Utah State University, Department of Special Education

Addreaa:
UMC 65, Logan, UT 84322

Principal Investigator: Young, K. Richard

Project Director: West, Richard P,; Morgon Daniel P.

Phone Number: 801-750-3244

Beginning Date: Sept 1984

Ending Date: Aug 1987

Abstract:
PURPOSE: To extend research on self-control procedurea (self-evaluation) to aecondary aged behaviorally disordered and learning disabled studenta (gradea 7-12). Procedurea are deaigned to generalize and maintain treatment gaina (elimination of disruptive behaviora) from a reaource room to the regular claaaroom. METHOD: Six reaearch studiea will feature combination aingle aubject and group experimental deaigna and analyaia. Studiea will addrea auch topica aa effecta of aelf evaluation on aocial akilla training, effectiveneaa of uaing peer confederatea in teaching aelf evaluation akilla, accuracy of teacher and peer ratinga of BD, LD atudenta' behavior, and long-term maintenance of treatment effecta. ANTICIPATED PRODUCTS: An inatructional manual to help teachera uae the aelf-control procedurea.

Project Title:
Communication and Motivation: Experimental Studies with Severely Handicapped Students.

Performing Organization:
San Fancisco State University

Address:
612 Font Boulevard, San Francisco, CA 94132

Principal Investigator: Goetz, Lori, Dr.

Project Director: Hunt, Pam

Phone Number: 415-469-1306

Beginning Date: Sept 1984

Ending Date: Aug 1987

Abstract:
PURPOSE: To investigate innovative strategies for establishing initial communication skills in severely handicapped students. METHOD: Seven investigations utilize single-case time series methodology with Ss drawn from local educational agencies serving severely/profoundly retarded multihandicapped school-age students. One study utilizes a small-group design evaluated through nonparametric statistcs. The major variable under investigation is a field-tested, interrupted behavior sequence strategy that is hypothesized to enhance motivation in the language learning process. The effectiveness of this variable is systematically evaluated across categories of communicative and social interaction behaviors, across varying communication partners including age-appropriate peers, and in conjunction with a variety of conventional error correction procedures. Outcomes are expected to have major impact in defining the optimal language learning situation in terms of active responding across multiple natural environments in LRE (least restrictive environment) settings. Curriculum validation studies are planned to evaluate and validate these outcomes. ANTICIPATED PRODUCTS: Research reports; journal articles; manual containing guidelines for initial communication instruction; conference presentations.

Project Title:
Research on Co-Worker Based Training and Advocacy to Ensure Job Retention of Handicapped Youth and Adults.

Performing Organization:
Utah State University, Exceptional Child Center

Address:
UMC 68, Logan, UT 84322

Principal Investigator: Project Director:
Stowitschek, Joseph J.

Phone Number: 801-750-1926

Beginning Date Ending Date
July 1984 June 1988

Abstract:
PURPOSE: 1) To identify factors related to job success and retention of entry-level moderately and severely handicapped employees; 2) to investigate strategies and methods to prepare coworkers to assume training functions; 3) to develop a program in which job supervisors will be taught to train selected employees as co-worker trainer/advocates for handicapped employees and to evaluate the effects of that training on job success and retention; and 4) to investigate the long-term utility of using co-workers as trainers and advocates for handicapped employees. METHOD: A wide variety of research methodologies will be used, including surveys and interviews, descriptive research techniques, single-subject design, and group inferential designs. Samples will be drawn from employees and supervisors from about 25 businesses in Utah and moderately and severely handicapped youth served by 12 school districts. ANTICIPATED PRODUCTS: A curriculum with associated training procedures to teach supervisors to train co-worker trainer/advocates.

Project Title:
School Survival Skills in Secondary Students.

Performing Organization:
University of Pittsburgh, Office of Research

Address:
200 Gardner Steel Bldg., Pittsburgh, PA 15260

Principal Investigator: Project Director:
Kerr, Mary Margaret, and Zigmond, Naomi

Phone Number: 412-624-3973

Beginning Date Ending Date
Jan 1981 Sept 1986

Abstract:
PURPOSE: To develop and validate a survival skills curriculum for secondary school mildly and moderately handicapped special education students re-entering mainstream high school programs. METHOD: A school survival skills scale was compiled based on surveys of significant adults in regular and special high school programs and of successful and unsuccessful students. The scale was used to evaluate special education students in year 2. During year 3, selected students participated in studies of the efficacy of training in specific school survival skills. Year 4 will feature continuation of curriculum studies with training in self-monitoring to promote generalization. Curriculum, teachers' manual, and assessment device will be field tested for dissemination in year 5. ANTICIPATED PRODUCTS: Package consisting of survival skills curriculum, teacher's manual, and assessment device.

Project Title:
A Field Based Study of the Effects of a Cognitive Evaluation Program on School Adjustment of Educable Mentally Retarded, Emotionally Handicapped, Specific Learning Disabled Secondary School Students.

Performing Organization:
Wake County Public School System, Department for Exceptional Children

Address:
601 Devereux St., P.O. Box 28041, Raleigh, NC 27611

Principal Investigator: Project Director:
Perry, Joyce L.

Phone Number: 919-755-6987

Beginning Date: July 1984
Ending Date: Oct 1986

Abstract:
PURPOSE: To investigate the short and long term effects on school related behaviors of 340 handicapped seventh and 340 eighth graders of participation in an Instructional Enrichment cognitive education course designed to correct deficient cognitive functions by providing the prerequisites for learning. METHOD: Pre-post analysis will be used for short term effects (school/class behavior and cognitive functioning). Long term effect (academic performance, attendance, and discipline) will be assessed 1 year after each group has completed a 2 year training program and again 2 years after completing the training process. ANTICIPATED PRODUCTS: Not specified.

Project Title:
A Longitudinal Comparison of Two Preschool Instructional Models.

Performing Organization:
University of Washington, College of Education, Experimental Education Unit

Address:
Seattle, WA 98195

Principal Investigator: Project Director:
Jenkins, Joseph R.

Phone Number: 206-543-4011

Beginning Date Ending Date
July 1984 June 1988

Abstract:
PURPOSE: To examine the short and long-term impact of two contrasting models for the instruction of handicapped preschoolers (mentally retarded, learning disabled, and language impaired): direct instruction and cognitively based instruction. METHOD: Pre-tests and post-tests measures of academic, social, and cognitive development will be conducted for Ss involved in the DISTAR program (direct instruction model) and in Feurstein's Mediated Learning program (cognitively based instruction model) for an average 3-year treatment program. ANTICIPATED PRODUCTS: Reports and articles.

Project Title:
Research on a Technology for Training Milieu Language Teachers.

Performing Organization:
Vanderbilt University, Peabody College

Address:
416 Kirkland Hall, Nashville, TN 37240

Principal Investigator: Project Director:
Rogers-Warren, Ann K.

Phone Number: 615-322-8186

Beginning Date Ending Date
Oct 1984 Sept 1987

Abstract:
PURPOSE: To develop a program of applied educational research to tranalate research findings on milieu teaching into an instructional technology for language remediation of young handicapped children. METHOD: Seven research studies will be conducted on the following topics: feasibility of milieu language teaching in classrooms for young handicapped children; cost effective and efficient teacher training in use of milieu strategies; effects of milieu techniques on young moderately and severely retarded children and children requiring augmentative communication modes; generalized effects of milieu language teaching on both child and teacher behavior; comparison of effectiveness of milieu language teaching with traditional didactic and combined milieu-didactic teaching; and informative evaluation, field testing, and validation of teacher training. ANTICIPATED PRODUCTS: Milieu training program.

Project Title:
Group Tutoring Work Program.

Performing Organization:
Rochester City School District, Office of Occupational Education

Address:
131 West Broad St., Rochester, NY 14608

Principal Investigator: Project Director:
Phillips, Donna

Phone Number: 716-325-4560

Beginning Date Ending Date
Aug 1984 July 1987

Abstract:
PURPOSE: To provide career education, occupational information, job placement, and on-the-job monitoring of performance for 75 handicapped youth (ages 15-21) enrolled in the Rocheater (NY) City School District's Alternative High School. METHOD: A career and job skills development program will be added to the locally-funded academic program. Activities will include: (1) providing students with career readiness skills using a research based teaching model; (2) securing voluntary cooperation from community employers to provide meaningful work experience for targeted students; (3) monitoring participant employability skill development at job sites; (4) developing and expanding paid work opprotunties in the community for participants; and (5) preparing participants for entry into the local labor market and providing them with skills for moving up a career ladder. ANTICIPATED PRODUCTS: Project handbook, including information on replication; video teacher training tapes.

ɔject Title:
._title
ɛ Continuing Education Project: A Realistic
ansition Model.

rforming Organization:
iversity of Washington

dress:
llege of Education, Experimental Education Unit, Seattle, WA 98195

incipal Investigator:
fleck, James Q.

Project Director:

ione Number: 206-543-1827

eginning Date
Jan 1985

Ending Date
Dec 1987

ɔstract:
URPOSE: To assist handicapped secondary students
ages 19-21) in making the transition from school
ɔ work through the development of a continuing
adult) education model based on daytime
mployment and night school curriculum METHOD:
ifteen mild to moderately mentally retarded
tudents who have parental consent and are within
ne year of exiting the public school system will
erve as the initial population for development
nd refinement of the model, which will
ubsequently be replicated and refined.
ɔmprehensive vocational evaluations and IEP goals
nd objectives will be completed for each student.
Students must have and keep at least part-time
mployment during the day. The night school
urriculum developed by the project will be (a)
oactive (planned lessons and activities dealing
.th independent living skills and job-seeking and
intenance skills), and (b) reactive (discussions
immediate work-related problems encountered
uring the day). ANTICIPATED PRODUCTS: A
ocedural manual that can be followed by schools
eking to replicate the model.

Project Title:
Impact of Generalization Training and Community Based Instruction on Competitive Job Placement for Students with Severe Handicaps.

Performing Organization:
University of Iowa

Address:
Division of Developmental Disabilities, University Hospital School, Iowa City, IA

Principal Investigator: Project Director:
Wacker, David P.

Phone Number: 319-353-7322

Beginning Date Ending Date
Oct 1984 Sept 1987

Abstract:
PURPOSE: To evaluate the combined effects of generalization and community-based training procedures on the vocational skills and job placement of students with severe disabilities. Generalization training will be evaluated with respect to increased adaptability, and community-based training with respect to the acquisition of greater independence. METHOD: Initially, 30 secondary students classified as severely or moderately mentally retarded will receive the training procedures. Selection of tasks for each student will be based on the results of surveys completed by parents and community work supervisors regarding the skills reported as necessary for entry into work and community settings. Among other major activities are community-based training, placement of students into community jobs; and documenting the effects of training on vocational performace (as measured by independent acquisiton of incidental skills and reduced need for skill training) and on maintenance of employment over time. During the third year, the project will be replicated with 20 students from two additional school programs (one located in a rural area). ANTICIPATED PRODUCTS: Newsletter; monograph; articles; state and national conference presentations.

Project Title:
Transition Strategies and Techniques: Picture Cues - A Means to Establish Self-Control.

Performing Organization:
University of Colorado

Address:
P.O. Box 7150, Colorado Springs, CO 80933

Principal Investigator: Project Director:
Martin, James E.

Phone Number: 303-593-3114

Beginning Date Ending Date
Jan 1985 Dec 1987

Abstract:
PURPOSE: To investigate the use of visual cues to increase the independence of mildly, moderatley, severely, and profoundly mentally retarded persons. The project systematically investigates the characteristics of visual cues (type, format or mode of presentation, complexity, duration, and rate of exposure) that enable subjects with varying levels of cognitive ability to use visual cues to learn and perform vocational tasks independently. METHOD: Forty subjects (ages 14-22) classified as mildly (10 Ss), moderately (10 Ss), severely (10 Ss), and profoundly (10 Ss) handicapped will participate in twenty studies designed (1) to identify the relationships between level of mental ability, visual cues characteristics, and response requirements that lead to immediate improvements in the acquisition of new skills; (2) to identify and develop instructional interventions that increase subjects' abilities to use visual cues in the independent acquisition, maintenance, and generalization of vocational tasks; and (3) to develop instructional packages to train teachers in the use of visual cue strategies to improve independent learning and job performance of persons who have a full range of mentally handicapping conditions. ANTICIPATED PRODUCTS: Teacher training materials; articles, national conference presentations.

Project Title:
Handicapped Children's Model Demonstration Projects: A Program for Youth Employment in Rural and Sparsely Populated Areas.

Performing Organization:
University of Idaho, Special Education Department

Address:
Moscow, ID 83843

Principal Investigator: Project Director:
Baumgart, Diane

Phone Number: 208-885-6159

Beginning Date Ending Date
July 1984 June 1987

Abstract:
PURPOSE: To provide a high quality special education vocational curriculum and transitional services for students ages 16-21 in two rural Idaho communities, and eventually to replicate this coordinated service system in successively smaller communities in northern Idaho. METHOD: Students currently enrolled in secondary special education programs will participate in on-the-job training, discussions of training requirements, and social skills instruction. The project will (1) develop and implement quality school and on-the-job vocational training programs with related assessment materials; (2) develop planned transition strategies from sending to receiving agencies; (3) conduct research in the area of social skills needed on the job, as well as effective teaching strategies. ANTICIPATED PRODUCTS: Conference presentations, research report, journal and newsletter articles, monograph, curriculum materials.

Project Title:
Disabled Adolescents Critique the High School: An Approach to Developing "Best Practices" for Academically and Socially Mainstreamed Handicapped Adolescents.

Performing Organization:
Research Institute for Educational Problems, Inc.

Address:
29 Ware Street, Cambridge, MA 02139

Principal Investigator: Project Director:
Budoff, Milton

Phone Number: 617-868-0360

Beginning Date Ending Date
June 1984 May 1987

Abstract:
PURPOSE: To identify practices which facilitate the academic and social integration of special needs students in high schools through a process of interviews with students, teachers, parents, and administrators and through staff training. METHOD: In Phase 1, 150 mainstreamed students (including students from each of five disability categories: blind, deaf, orthopedically handicapped, learning disabled, emotionally disordered) and 50 nonmainstreamed students (several from each disability category) will be interviewed, grouped by grade level, program prototype, and school. Each student will be asked to nominate a teacher to be interviewed, resulting in a total of 200 students and approximately 75 teachers. Each student will also be asked for permission to interview a parent (yielding about 90 parents). Audiotaped, structured interviews of 45 minutes - 1 hour will be coded and described. Student interviews will focus on personal experiences, interactions with and reactions to others, knowledge of Individual Educational Plan and support services, classroom situations, family activities, post-secondary school aspirations. Teacher interviews will focus on practices the teachers pursue in adapting their instruction to the needs of students, and on what kinds of support would aid their efforts. Parent interviews (conducted over the phone) will assess parents' attitudes about their child's school progress, special needs, and dealings with the school system. Less structured interviews with school administrators will yield information about issues involved in mainstreaming special needs adolscents. In Phase 2, a study manual for each disability category will be developed for use by teachers and counselors. In Phase 3, workshops regarding "best practices" for classroom instruction, student-teacher interactions, and the needs of disabled students will be offered to faculty and staff in the participant schools. ANTICIPATED PRODUCTS: A resource guide which includes sections on the five disability categories.

Project Title:
Thresholds Young Adult Model Vocational Program.

Performing Organization:
Thresholds

Address:
2700 North Lakeview Ave., Chicago, IL 60674

Principal Investigator: Project Director:
Dincin, Jerry, Dr. Cook, Judith

Phone Number: 312-281-3800

Beginning Date Ending Date
Dec 1984 Nov 1987

Abstract:
PURPOSE: To provide innovative community-based services that result in work readiness for severely mentally ill young adults (ages 16-21) who have recently exited or are about to exit secondary school programs. The desired outcome is for students to secure competitive employment or postsecondary education and training while avoiding rehospitalization. METHOD: Eight new service components will be added to a currently existing service delivery model in use at a psychosocial rehabilitation agency for the severely mentally ill located in metropolitan Chicago. These components include an intensive prevocational class. A community experience program, a visiting chefs program, administration of a comprehensive vocational assessment battery, the option of more flexible steps in the temporary placement program (such as trial placement days and a young adults-only group placement), and a young adult job club program to develop job finding skills. Over the three-year course of the model program, it is expected that 230 young adults will be serviced. ANTICIPATED PRODUCTS: instructor's manual to accompany curricula; procedural manual for the model program as a whole; new assessment instruments; journal articles; conference presentations.

Project Title:
Postsecondary Nonsheltered Vocational Training and Continuing Education for Severely Handicapped Young Adults.

Performing Organization:
Syracuse University, Division of Special Education and Rehabilitation

Address:
805 South Crouse Ave., Syracuse, NY 13210

Principal Investigator: Project Director:
Visbet, Jan A., Dr.

Phone Number: 315-423-4121

Beginning Date Ending Date
Sept 1984 Aug 1987

Abstract:
PURPOSE: To develop and validate a vocational transitional planning and training process to prepare postsecondary severely handicapped youth for nonsheltered vocational environments, and to establish model replicability, cost-effectiveness, and maintenance. METHOD: A coordinated nonsheltered and continuing education program will be developed and validated at a local community college. Thirty severely handicapped students will be assisted in making a successful transition to adult work environments. Core, essential episedic, and enrichment routines which characterize successful functioning in vocational environments will be identified and inventoried. Vocational/employment sites will be identified using environmental and "best exemplar" strategies which promote generalization and maximum use of routines. Evaluation strategies that assess individual progress toward successful employment will be developed. ANTICIPATED PRODUCTS: Systems process design and curriculum manuals; research reports; conference presentations; local and state-wide inservice training.

Project Title:
Development of a Model Program to Facilitate the Transition of Mildly Handicapped Adolescents from Secondary to Post-Secondary Education.

Performing Organization:
Institute for Research in Learning Disabilities

Address:
206 Carruth-O'Leary Hall, Lawrence, KS 66045

Principal Investigator: Hazel, Stephen J.

Project Director: Schumaker, Jean B.

Phone Number: 913-864-4780

Beginning Date: Sept 1984

Ending Date: Aug 1987

Abstract:
PURPOSE: To implement a comprehensive employment and training transition program for up to 90 post-secondary (cross-categorical) handicapped youth ages 18 and up from four regular high schools and one center for severely/profoundly handicapped students in a rural area in southern Maryland. METHOD: Adapted as an extension of Project CAST (a federally funded, experience-based career development program), the program delivery system involves three strands of service to be implemented over a three-year period: job placement, job support, and networking services to the multi-service community center. Primary objectives are: (1) to facilitate client awareness of and access to existing county adult services; (2) to promote continuing vocational and academic education with project support services; (3) to provice clients with onsite, industry-specific training, as needed; (4) to assist clients in developing or refining job seeking, retaining, and advancement skills. ANTICIPATED PRODUCTS: pamphlets and brochures (disseminated in-state); handbook on project procedures; sourcebook on evaluation techniques; sourcebook on involving the community in the program; technical assistance.

Project Title:
Training for Competitive Employment: Project READDY. Real Employment Alternatives for Developmentally Disabled Youth.

Performing Organization:
C.W. Post Campus, Long Island Univeristy, Department of Special Education

Address:
Greenvale, NY 11548

Principal Investigator: Project Director:
Berkell, Dianne, Dr.

Phone Number: 516-299-2127

Beginning Date Ending Date
Sept 1984 Aug 1987

Abstract:
PURPOSE: The primary objective of this project is to prepare severely handicapped autistic students, through a community based vocational training program, for competitive employment positions. The project presents a cooperative effort between university and field based personnel. All students involved in the training project attend the Nassau Center. Approximately 40 severely handicapped autistic students are participating in the project. The students' ages range from 16 to 21 years. While all students will receive community based vocational training, intensive on-site job skills training will be provided to students aged 18-21. Project staff consists of a project director, two student teachers, an administrative assistant, and ancillary support staff. ANTICIPATED PRODUCTS: Products of the program will include a job reference manual, two training manuals, and a series of training films. The job reference manual will identify and catalog job training sites. The two training manuals will focus on teaching techniques to develop specific job related skills and interpersonal social skills. Training films will be available to complement the manuals.

Project Title:
Teaching Problem Solving Skills to Learning Disabled Adolescents

Performing Organization:
Teacher College/Columbia University

Address:
525 W 120th Street, Box 238, New York, NY 10027

Principal Investigator:
Williams, Joanna

Project Director:
Williams, Joanna

Phone Number: 212-678-3882

Beginning Date
June 1985

Ending Date
May 1988

Abstract:
PURPOSE: To examine ways in which reading comprehension and problem solving skills of LD secondary students can be enhanced in school and in the post-school transition. METHOD: Four studies will examine abilities of LD and non-LD Ss to comprehend and solve problems as a function of problem type (comprehension and decision), and presentation mode (low context, constraining context, extraneouse context, and valve-laden context(. The final study will examine an instructional program in comprehension and decision skills. ANTICIPATED PRODUCTS: Guidelines foer selection and/or design of suitable text material and for effective instructional techniques, and a set of problems and probe-questions sequences based on study data.

Project Title:
Modifying Textbooks for Mainstreamed Learning Disabled Youngsters in Secondary Schools

Performing Organization:
University of Washington, College of Education, Experimental Education Unit

Address:
Seattle, WA 98195

Principal Investigator: Lovitt, Thomas C. Ed.D

Project Director: Horton, Steven

Phone Number: 206-543-4011

Beginning Date: July 1985

Ending Date: June 1988

Abstract:
PURPOSE: To identify and investigate mechanisms for modifying secondary level textbooks in science and social studies to help classroom teachers better instruct mainstreamed LD and other mildly handicapped students. METHODS: Effectiveness of three treatments (precision teaching plus framed outlines, graphic representations, and advance organizers (will be examined with 4 teachers, 336 Ss (48 of whom are LD) in middle school and high school classes. Data will be gathered on acquisition, retention, and application. ANTICIPATED PRODUCTS: Conferences, publications, workshop presentations.

Project Title:
Investigation of a Study Technique to Increase Learning Disabled Students' Reading Comprehension of Expository Texts

Performing Organization:
The Ohio State University Research Foundation

Address:
1314 Kinnear Rd. Columbus, OH 43312-1194

Principal Investigator: Project Director:
Cooper, John; McCormick, Sandra

Phone Number: 614-422-8787

Beginning Date Ending Date
Sept 1985 Sept 1988

Abstract:
PURPOSE: To examine the effectiveness of SQ3R (survey, question, read, recite, review) in terms of the learning needs (comprehension and recall of expository material) of secondary LD students.
METHOD: LD Ss will participate in six sequentially conducted studies investigating questions on the effectiveness and implementation of SQ3R on comprehension of content area text material will be analyzed through such means as retelling protocols, written responses, tests of recall, generalization probes, postchecks to assess skill maintenance, and social validity. Five studies will employ single case experimental designs and one group experimental strategies.
ANTICIPATED PRODUCTS: instructional materials for teachers to use SQ3R techniques.

Project Title:
Teaching Cognitive Strategies to Mildly Handicapped Students: A Classroom Intervention Study

Performing Organization:
Michigan State University, Departments of Counseling, Educational Psychology and S

Address:
East Lansing, MI 48824

Principal Investigator: Project Director:
Englert, Carol Sue

Phone Number: 517-355-1837

Beginning Date Ending Date
Sept 1985 Sept 1988

Abstract:
PURPOSE: To determine the extent to which teachers implement cognitive strategy instruction, the effects of such instruction on mildly handicapped students, and degree of generalization to other areas for both teachers and students. METHOD: Descriptive data will be gathered on cognitive strategy instruction of 16-20 regular and special education teachers and fifth and sixth grade mildly handicapped students from a mid-size city school district. In year 2, the effects of an intervention with cognitive strategy instruction in expository writing will be measured in terms of teachers' changes in instruction and changes in students' performance. Teacher training will focus on task-specific strategies and students' metacognitive knowledge regarding the significance of those strategies and students' metacogntive knowledge in terms of their ability to control/regulate the process independently through self-instructional training. In year 3, long-term maintenance in teachers and students will be examined. ANTICIPATED PRODUCTS: publications about project, materials used for students and teachers.

Project Title:
Comparison of Instructional Strategies

Performing Organization:
University of Kentucky, Research Foundation

Address:
105 Kinkead Hall, Lexington, KY 40506-001

Principal Investigator: Project Director:
Wolery, Mark; Gast, David L.

Phone Number: 606-257-4713

Beginning Date Ending Date
Aug 1985 Sept 1988

Abstract:

Project Title:
Maximixing the Effectiveness and Efficiency of Community-Based Instruction for High School Students with Severe Handicaps

Performing Organization:
University of Utah, Department of Special Education

Address:
Salt Lake City, UT 84112

Principal Investigator: Project Director:
Mc Donnell, John

Phone Number:

Beginning Date Ending Date
Sept 1985 Sept 1988

Abstract:
PURPOSE: To develop and validate instructional procedures for high school students with severe disabilities in community and residential settings. METHOD: A minimum of nine research studies will be conducted on the relative effectivenss and efficiency of classroom simulation in establishing (can't read) performance in community settings, recommended best-practice in establishing stimulus control of student responses by actual task stimuli, and best practice strategies for building complex chains. ANTICIPATED PRODUCTS: Two program design manuals that address issues of implementing community-based training and developing effectual simulation programs.

Project Title:
Effective Instruction and Learning Disabled Students in Resource Room Classes

Performing Organization:
Fordham University Graduate School of Education

Address:
113 W. 60th Street, New York, NY 10023

Principal Investigator: Project Director:
Cancelli, Antony A.

Phone Number:

Beginning Date Ending Date
Oct 1985 Sept 1988

Abstract:
PURPOSE: To determine which of the specific instructional and managerial strategies used by resource room teachers increase performance of LD students not only in the resource room but in the regular classroom as well. METHOD: Tasks are broken down into the project's 4 years. Year 1--a study of academic engaged time of LD students in resource rooms; Year 2--a study of resource room teachers behavior (including managerial and instructional behaviors) and the relationships between teacher and behavior and student academic achievement/academic engagement; Year 3--development and pilot testing of an intervention program for resource teachers; and Year 4--experimental analysis of the intervention program's effectiveness. ANTICIPATED PRODUCTS: Teacher consultation modules to help resource room teachers modify their teaching behaviors to maxime LD students' success in resource rooms and regular classes.

Project Title:
Math Strategy Interventions for Learning Disabled Youth.

Performing Organization:
University of Kansas Institute for Research in Learning Disabilities

Address:
206 Carruth-O'Leary Hall, University of Kansas Lawrence, KS 66045

Principal Investigator: Project Director:
Schumaker, Jean B., Deschler, Donald D.

Phone Number: 913-864-4780

Beginning Date Ending Date

Abstract:
PURPOSE: To design a set of math strategy interventions for LD youth to promote skills needed in secondary and postsecondary levels. Interventions, designed for practical implementation in secondary resource rooms, will focus on skills basic to required courses and minimal competency tests. METHOD: Interventions will be based on analysis of math demands of secondary and postsecondary settings and math deficits of LD adolescents. Learning activities will be developed for each math objective and strategies interventions will be evaluated with more than 120 LD adolescents (grades 7-10) to determine effectiveness of each set of learning activities and each intervention unit as well as cumulative effectiveness (vis a vis a comparison group). ANTICIPATED PRODUCTS: Teachers guide; student assessment and instructional materials; research reports and position papers.

Project Title:
Program to Enhance Distance Visual Efficiency (The)

Performing Organization:
PA College of Optometry, Office of Academic Development

Address:
200 W. Godfrey Avenue, Philadelphia, PA 19141

Principal Investigator: Project Director:
Bradfield, Anna Lee

Phone Number:

Beginning Date Ending Date

Abstract:
PURPOSE: To develop and test an interdisciplinary program to enhance the distance visual efficiency of visually handicapped students. METHOD: The curriculum, based in part on survey results, will be reviewed by a panel of experts and pilot tested with 10 students (5-12 years old) for summative and formative data. An effectiveness study with 20 low vision children will be followed by a national field test at seven different sites around the country. ANTICIPATED PRODUCTS: a final version of the program to Enhance Distance Visual Efficiency Package.

Project Title:
Improving Cognitive Skills of Hearing Impaired College Students

Performing Organization:
Gallaudet College, Department of Education, School of Education and Human Services

Address:
Washington, DC 20002

Principal Investigator:
Martin, David S.

Project Director:
Martin, David S.

Phone Number: 202-651-5400

Beginning Date

Ending Date
May 1988

Abstract:
PURPOSE: To examine the effects of Instrumental Enrichment on the cognitive functioning of 100 hearing impaired college students. MEHTOD: Twelve instructors will be training in IE and will then work with their students, using the exercises in the program twice a week. Ancedotal information along with pre and post measures of thinking skills will be collected and compared with that of 50 control Ss. ANTICIPATED PRODUCTS: To include: (1) videotape illustrating diagnostic assessment, support session followup, and teaching cognitive skills in subject matter contexts; (2) list of the most useful diagnostic devices with sample items and purchase information.

Project Title:

Performing Organization:
University of Illinois Board of Trustees

Address:
506 S. Wright, Urbana IL 61801

Principal Investigator: Project Director:
Pugach, M.; Karnes, M.; Johnson, L.

Phone Number: 217-333-2186

Beginning Date Ending Date

Abstract:

Project Title:

Performing Organization:
University of Maryland Department of Special Education

Address:
1308 Benjamin Building, College Park, MD 20742

Principal Investigator: Project Director:
Cooper, David H.; Speece Deborah L.

Phone Number:

Beginning Date Ending Date

Abstract:

Project Title:

Performing Organization:
University of Florida

Address:
G315C Norman Hall, Gainesville, FL 32611

Principal Investigator:
Algozzine, Bob

Project Director:
Algozzine, Bob

Phone Number: 904-392-0755

Beginning Date

Ending Date

Abstract:

Project Title:

Performing Organization:
SUNY RES FDN/ALBANY

Address:
PO BOX 9, ALBANY, NY 12201

Principal Investigator: Project Director:
Allington, Richard

Phone Number: 518-442-5101

Beginning Date Ending Date

Abstract:

Project Title:
Project MAIN STREET: Social Skills Training in Regular Education Classrooms for Adolescents at Risk for Inappropriate Referral to Special Education Placements.

Performing Organization:
University of California/Regents Special Education Program, Graduate School of Edu

Address:
Santa Barbara, CA 93106

Principal Investigator: Larson, Kathy

Project Director: Semmel, Melvyn I.

Phone Number: 805-961-4393

Beginning Date: Oct 1985

Ending Date: Sept 1988

Abstract:
PURPOSE: To develop an effective social curriculum and service delivery model which can be implemented within regular education the meet the needs of difficult to manage, low achieving, or mainstreamed mildly handicapped students. METHOD: Four research strands will examine: (1) research staff implemented social skill training in about 230 referral risk and mildly handicapped mainstreamed 6th graders; (2) researcher implemented transition maintenance training as 6th graders progress through grades 7 and 8; (3) school staff implemented social skills training with about 100 referral risk, referred, and mainstreamed mildly handicapped elementary and junior high Ss; and (4) researcher implemented transition maintenance with group 3 Ss. Academic achievement, overt behavior data, teacher ratings of teachability and teacher ratings of specific personal/social and academic/task behaviors will be dependent variables. ANTICIPATED PRODUCTS: Lesson plans and trainers manuals/or social skills and transition training.

Project Title:
Generalization Research Project: A Program of Research on Three Dimensional Models.

Performing Organization:
Regents of the University of California/UC Santa Barbara, Graduate School of Educa

Address:
Santa Barbara, CA 93106

Principal Investigator: Project Director:
Haring, Thomas G.

Phone Number:

Beginning Date Ending Date
July 1986 June 1989

Abstract:
PURPOSE: To develop a new model of generalization research for students with severe handicaps.
METHOD: A series of singl subject studies will be conducted with 20 severely handicapped students (12-17 years old). Three major topics will be addressed: (1) training and generalization of pragmatic social conversational responses: (2) the effects of serial versus concurrent generalization training across sets of related stimuli on the performance of functional skills; and (3) components of generalization treatment packages designed to produce between class generalization.
ANTICIPATED PRODUCTS: Curriculum planning guide for teachers on generalization instructional methods.

Project Title:
Learning Disabled Students' Content Area Learning:
The Effect of Interactive Teaching.

Performing Organization:
The University of Arizona, College of Education, Dept. of Special Education

Address:
Tuscon, AZ 85721

Principal Investigator: Project Director:
Bos, Candace S.

Phone Number:

Beginning Date Ending Date
Aug 1986 July 1989

Abstract:
PURPOSE: To study the effectiveness of three interactive teaching strategies on LD students' vocabulary knowledge, reading comprehension, and written summaries as related to content area text.
METHOD: Three sets of three studies will be conducted comparing effectiveness of three interactive teaching strategies (semantic mapping, semantic feature analysis, and semantic syntactic feature analysis) to a contrast intervention (direct instruction of word meanings) and a control (no intervention). In year 3, strategies will be adapted to serve as metacognitive learning strategies and will be tested with three different LD populations and three types of content area material: (1) bilingual elementary LD Ss using social studies textbooks; (2) LD junior high Ss using science texts; and (3) LD high school students using career/vocational materials.
ANTICIPATED PRODUCTS: Publications, presentations.

Project Title:
Identifying Goal and Consultation Formats for More Effective Instructional Planning.

Performing Organization:
Board of Regents of the University of Wisconsin System, Graduate School University

Address:
P.O. Box 340, Milwaukee, WI 53201

Principal Investigator: Project Director:
Wesson, Caren L.

Phone Number: 414-963-5251

Beginning Date Ending Date
Aug 1986 July 1987

Abstract:
PURPOSE: To investigate the effectiveness of IEP goals as instructional tools. METHOD: sixty elementary mildly and moderately impaired Ss (LD, MR, ED) will be randomly assigned to one of four treatment conditions: (1) teacher developed IEP goal with individual followup consultation; (2) data based IEP goal with individualized followup consultation; and (4) data-based IEP goals with group followup consultation. Dependent data will be classroom performance, academic achievement, measures of student and teacher awareness of goals and perceived progress toward them, and specificity and breadth of instructional plans. ANTICIPATED PRODUCTS: Booklets on 4 topics: (1) developing specific instructional plans; (2) measuring student performance; (3) charting and graphing student progress; and (4) making data-based instructional decisions.

Project Title:
Interactive Microcomputer-Videodisc System for Teaching Reading and Writing to Young Hearing Impaired Children.

Performing Organization:
The Pennsylvania State University

Address:
Div. of Spec. Educ. & Comm. Diso., 217 Moore Bldg., University Park, Pa 16802

Principal Investigator: Project Director:
Prinz, Philip M.; Nelson, Keith E.

Phone Number: 814-863-2018

Beginning Date Ending Date
Oct 1984 Sept 1986

Abstract:
This two-year project will investigate the effectiveness of an interactive microcomputer-videodisc system for improving reading and writing skills in young deaf children between the ages of three and ten. Members of the project consortium include: The Pennsylvania State University; the Philadelphia Public Schools; and the Montgomery County (PA) Intermediate Unit. The computer-videodisc program will be field tested and the results disseminated at additional educational sites in 9-10 states throughout the country. ANTICIPATED PRODUCTS: Inservice training model, microcomputerized videodisc system.

Project Title:
Computer Assisted Instruction on Higher Order Skills for Mildly Handicapped Students.

Performing Organization:
University of Oregon Follow Through Project

Address:
Trailer 55B, Eugene, OR 97403

Principal Investigator: Project Director:
Carnine, Douglas

Phone Number: 503-686-3555

Beginning Date Ending Date
Sept 1984 Aug 1987

Abstract:
PURPOSE: To develop CAI for mildly handicapped adolescents, with emphases on four areas: training strategies in reading comprehension and problem solving, corrective feedback, transfer of acquired skills, and practice and review to ensure maintenance of learned skills. METHOD: Ten studies will be conducted to test the effectiveness of combinations of the above four with criterion-reference measures in reading comprehension, mathematics problem solving, and decision making in health. Software criteria for student performance will also be tested. ANTICIPATED PRODUCTS: Model software for CAI in higher order skills, criteria for assessing CAI software.

Project Title:
A Study of Selected Microcomputer-Based Artificial Intelligent Systems in Special Education.

Performing Organization:
Utah State University, Artificial Intelligence Research and Development Unit

Address:
UMC-14 Logan Utah 84322

Principal Investigator: Project Director:
Hoffmeister, Alan, M.

Phone Number: 801-753-7973

Beginning Date Ending Date

Abstract:
PURPOSE: To examine whether selected expert systems (computer problem solving programs) can be developed to emulate special education consultants' problem solving in diagnostic activities with mildly handicapped mainstreamed students. METHODS: Two sample expert microcomputer systems (language arts and math) will be developed and formatively field tested with approximately 30 students with severe learning problems. In a formal evaluation, the problem solving outcome of the two expert systems will be compared with prescriptions of selected special education experts and field/validated prescriptions from a set of student databases. ANTICIPATED PRODUCTS: Yearly progress reports; journal articles; monograph summarizing findings.

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